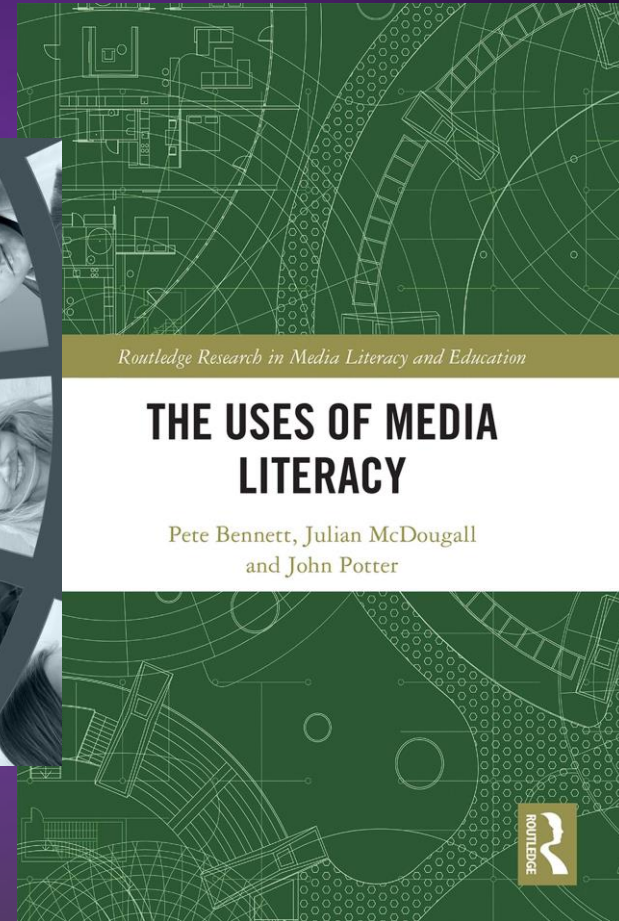
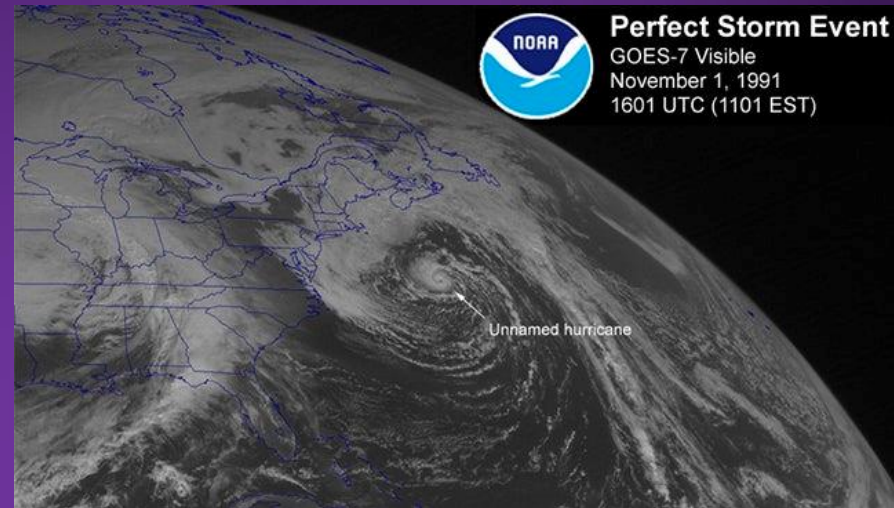


Initial Teacher Education in Digital & Media Literacy

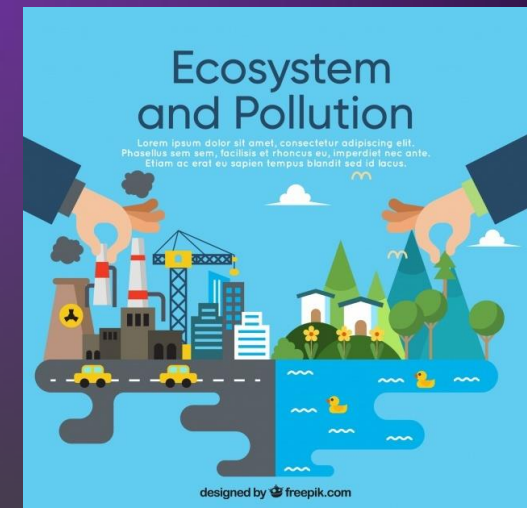


BEYOND SOLUTIONISM FOR A THEORY OF CHANGE

INFODEMIC / INFO DISORDER



Confusion
Cynicism
Fragmentation
Irresponsibility
Apathy



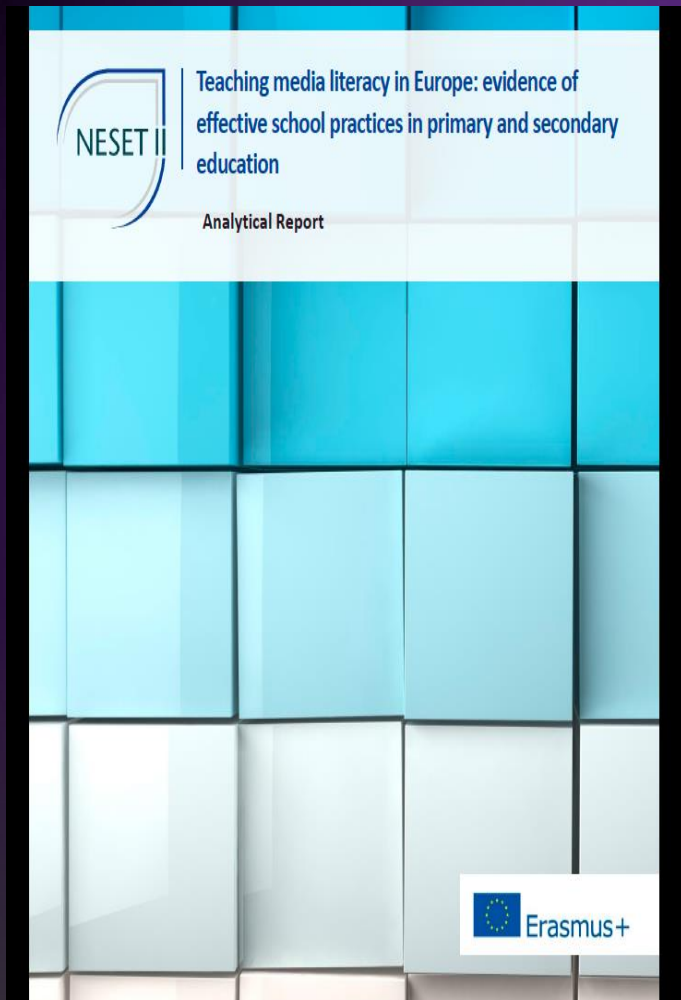
Technology + Networks + Austerity + Polarisation + Data + Surveillance + Capitalism + COVID

MEDIA LITERACY = CAPABILITY FOR MEDIA ACTION

Media literacy develops into **capability** when we use it for action and change. This happens in two ways:

1. We think differently and more critically when we are using media and information (eg lateral reading)
2. We use digital media ourselves for positive change.

But, to use your media literacy for positive change, you need to know how to use the tools and platforms available to you safely and legally as well as creatively and strategically. But you also need to want to use your capability for positive change – for good **CONSEQUENCES**.



Media literacy education is in a fragmented state in schools across Europe.

MLE is not taught as a discrete mandatory school subject in any EU country.

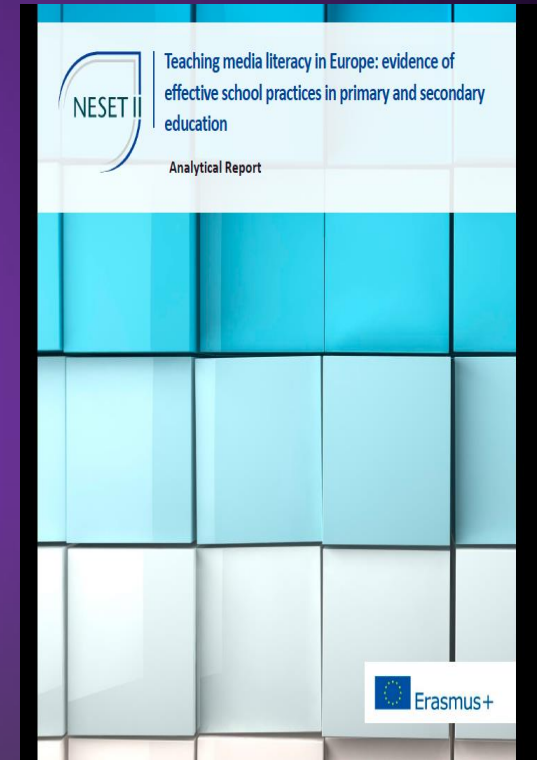
Most EU member States have not adopted a media education curriculum, and schools still largely have autonomy in their decisions about MLE practices.

The only country with a designated (but optional) school subject for Media Literacy left the EU.

Initial teacher education is restricted, often to the point of total absence, by all of the above.

Key findings

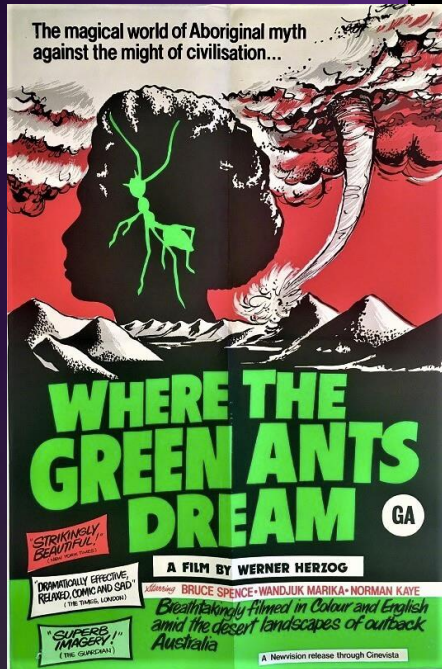
- The field is moving away from competence models and protectionist approaches to more robust research that embraces the complexity of ‘dynamic literacies’.
- Successful implementation of media literacy education is facilitated by approaches to pedagogy that combine and/or cross boundaries between spaces and roles;
- There is a wealth of evidence of more formal, funded, partnership engagements between media literacy educators and media industries, literacy organisations, NGOs and other stakeholders at the level of resource production and single events, but not as sustainable, longitudinal curriculum embedding.



Policy pointers

1. Define and adopt a *clear connection* between M/DL policy, curricula and teacher education;
2. Invest in *large-scale* collaboration initiatives between media literacy educators, data analysts, social media platforms, journalists and NGOs.
3. Bring best practices of short-term, small-scale media literacy partnership projects, into the formal school *curricula for all students*
4. Support the inclusion of media literacy competences in the next OECD PISA evaluation criteria.

Nothing is true, everything is possible?
NOTHING IS TRUE, EVERYTHING IS POSSIBLE



itunes.com/movies/WhereTheGreenAntsDream



Ceci n'est pas une pipe.

Magnin

DIGITAL MEDIA LITERACY FOR POSITIVE CHANGE

ACCESS to media

AWARENESS of authority, context, credibility

ASSESSMENT of how media portray events and issues

APPRECIATION for the diversity of information, dialog, collaboration, and voices online

ACTION to become part of the dialog



The Centre for Excellence in Media Practice

From (digital) literacy to 'capability'?



"...the alternative combinations of things a person is able to do or be – the various 'functionings' she can achieve...the approach is based on a view of living as a combination of various 'doings' and 'beings.'"

Amartya Sen, 1984

- i. **Context:** knowledge of the contexts – social, cultural, economic, political, informational and events – in which false and accurate information are produced
- ii. **Creation:** knowledge of the types of people and institutions found to create false and accurate information, their different motivations and the skills to identify those who produce specific information online
- iii. **Content:** knowledge of the difference between facts and opinions, the different ways information can mislead and the skills and practices to distinguish accurate and inaccurate information
- iv. **Circulation:** knowledge of the processes by which accurate and inaccurate information circulate and what drives people to share information
- v. **Consumption:** knowledge of the reasons we as individuals may believe false or misleading information to be true
- vi. **Consequences:** knowledge of the different forms of actual and potential harm caused by believing and sharing false and misleading information

ACCESS – AWARENESS – CAPABILITY – CONSEQUENCES

Theory of change

	Strengthening Media Ecosystems	Reducing Information Disorder
ACCESS	Audiences develop DML through equal access to public service media content which integrates DML. Diverse publics can represent themselves, first through interventions in the form of media partnerships in the ecosystem.	The increase in public service media reaching more people and increasing DML through integrated content channels attention to trustworthy content. This both reduces exposure to misinformation and increases resilience to it, when exposed, through the integrated DML increase. Increased access to advocacy media and diverse representation increases trust in media as inclusive.
AWARENESS	Through critical DML, people can assess and evaluate the health of media ecosystems and how media are representing people, places and issues, who is othered or excluded. This leads to risk calculations with regard to media engagement and information circulation; decision-making, action and capability.	Critical DML enables evaluation and assessment of the accuracy of information (including health information), representation of groups within the society, ideology in media discourse and the persuasive intentions of content. A higher level of critical DML leading to this raised awareness of media re-presenting and self-reflexive awareness of bias, increases resilience and mitigates against the media environment in which misinformation can thrive.
CAPABILITY	DML converts into (1) the capability for people to act to strengthen the media ecosystem by making decisions about what to consume, what to trust and how to ensure pluralist media engagement and (2) the capability to put DML into action by making media to contribute to the health of the ecosystem.	As the ecosystem is strengthened through increases in DML, this enables people to assess and deal with resilience to content abundance, act positively in response to and with media and information. Mediated societal engagement increases, with benefits to public health, gender equality and climate literacy and with aligned reductions in polarised discourse.
CONSEQUENCES	Awareness and capability combine to make the ecosystem healthier as a result of people making different decisions about what media to consume and support, what content to share and how to challenge media representations and unverified information. These choices are driven by a desire for positive change and to reduce harmful consequences from media.	Higher level DML moves from awareness of media re-presentation and the persuasive / ideological context of information and the capability to act differently and positively in the media ecosystem to an understanding of the consequences of how people act in their social media lives, share their data and subject ourselves to socio-technical algorithms and surveillance. The ultimate goal of DML is to increase awareness of all conditions in which all media, information and data are produced and circulated to the extent that information disorder is reduced through inoculation.

THEORY OF CHANGE VACCINE: MEDIA LITERACY

Media Literacy has four elements.

Thinking of ML as like a vaccine, we go from efficacy trials to a booster shot for long-lasting protection.

Vaccine	Media Literacy
Trials	Access
First Shot	Awareness
Second Shot	Capability
Booster Shot	Consequences



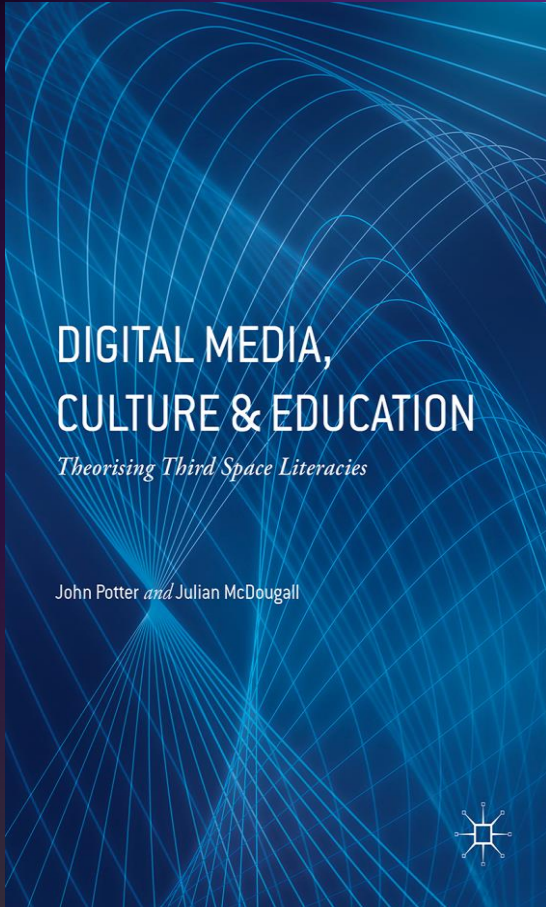
Not this





This

Dynamic Literacies: 'The HOW'



First space – home

Second space – school / education

Third space – in between

'In between'

- Physical or metaphorical or digital / virtual
- Expertise is exchanged between teacher and student
- Learners bring with them repertoires of literacy and funds of knowledge

Initial Teacher Education: Challenges | Opportunities



Dynamic literacies offer a sharp contrast with the static nature of the literacy of performative systems, being inclusive of various other liminal, spatial and technological literacies and concerned with the sociomateriality of digital media.

Dynamic Literacies

In our work with young people, is our framework for literacy: static, agentive or *dynamic*?



When digital media is used to create a **third space** with the effect of transgressing disciplines and traditional ideas about knowledge and expertise...

Third Spaces

Can we facilitate **third spaces** to work in with young people?



Curation is a new form of cultural production and literacy practice. We should recognise the skills, knowledge and dispositions which go with it as a practice and build on them in education.

Curation

Can we integrate **curation** into the repertoire of literacy skills we acknowledge in our work with young people?

Our research says.... the challenge is to adapt educational practices to free agentive, social and connected learners from static systems. A static curriculum puts some young people at risk from propaganda, hate speech, disinformation, fake news, cyber-bullying.. **Agentive people are less vulnerable.**

Media Literacy = Capability
Media Action



Media Literacy = Capability USING MEDIA LITERACY FOR CHANGE *Media Action*

Using your media literacy with whatever communication tools you have access to.

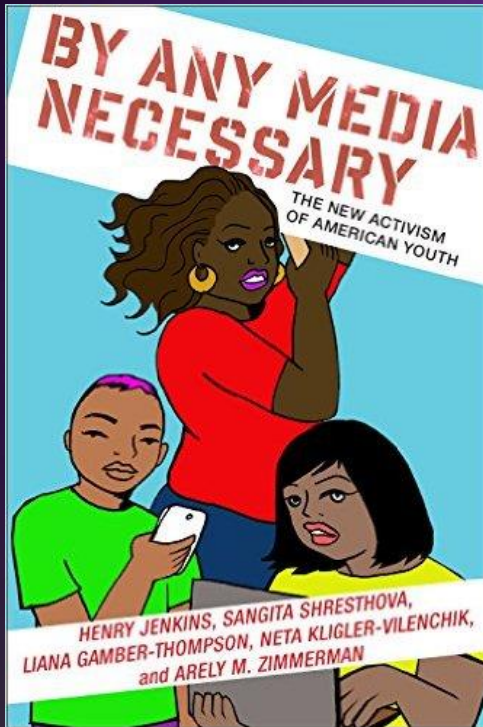
Representing people or social issues differently.

Campaigning for change.

Calling out misinformation.

Using media to develop your **CIVIC IMAGINATION**

(Before we can change the world, we have to imagine what a better world might look like).



People who are fully media literacy can demonstrate:

THEORY OF CHANGE

- Full and safe **ACCESS** to digital technology and media,
- Critical **AWARENESS** of media representations and what content and information can be trusted,
- The **CAPABILITY** to use their media literacy actively, rather than as passive consumers
- The critical understanding of the **CONSEQUENCES** of their actions in the media ecosystem and how to use their capabilities for positive consequences.
- The challenge for initial education is how to develop **CAPABILITY** with **CONSEQUENCES**. **This is more about ethics and social justice than skills or competences.**